

CHAPTER V

CONCLUSION

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5.1 Problems and Solutions

Firstly before conducting the research, the writer planned to have her research in Surabaya. Later on, the writer found that most of the third grade of elementary school had already got the vocabulary that would be presented by the writer. Moreover, Nursery Rhymes and TPR had been used by some teachers, especially the teachers in English courses. Based on that fact, the writer decided to have her research in the city where the students had not known the method yet. Therefore, the writer then chose Probolinggo.

As the research needed three classes as the pilot-test class, the control group, and the experimental group, the writer chose SDK Mater Dei which had three paralel classes of the third grade. Unfortunately, the teacher did not allow her to do so because the research would take at least 5 meeting lesson. She said that she had to finish the material before the deadline and there would be no time for interuption. At last, she only gave permission to the writer to have one meeting in the classroom. Therefore, the writer decided to use the class as the pilot class only.

The writer then looked for another school with the same competency. It was SDN Sukabumi II. It was a challengefor the writer as the school just started having English lesson a month before the writer went there. When the writer showed the proposal, the principal and the teacher directly agreed. They said that if the writer's research is successful, it might be used in their curriculum.

One of the problems that the writer wants to solve is the argument that having various methods of teaching in school is just wasting time. Most of the teacher in schools are used to divide one meeting into several section. One section for vocabulary, one section for grammar, and others for explaining and making notes. They have so many things to do in such a short time. Therefore, teachers are sometimes afraid to try a new method because they have to follow the curriculum. Based on the fact, the writer tried to convince that the lesson would be conducted only for 15-25 minutes. The rest of the time can be used for teaching other skills.

5.2 Conclusion

Through this research, the writer can conclude that Nursery Rhymes and TPR really can give an effect on students' vocabulary achievement. This method can also be used for the beginner. Nursery Rhymes and TPR enables students not only to memorize but also to acquire the language.

When the writer decided to have two school in this research, the writer realized that some weakness might arise problems, especially about the test validity and the competency of both schools. But later on, the writer even found an interesting fact based on the data.

The result of the pilot test from SDK Mater Dei showed a low vocabulary achievement. In fact, the students had received English lesson for three years and they actually had had the vocabulary material in the pilot test. This might answer the assumption in chapter four that most of the students just learned English for the test, memorized the words, and forgot everything after the test. They might be

drawn into boredom in the class as they found English was just the same thing with other subjects without fun.

The result in SDN Sukabumi II showed a great result. The students of both classes gained a good average score in the achievement test. The effect of the method was shown when they have a retention test two weeks later. The students of experimental group had a less decreasing mark from their achievement test. From this fact, the writer can conclude that Nursery Rhymes and TPR really give an effect in students' vocabulary acquisition.

5.3 Suggestions

5.3.1 Suggestions for teacher

Nursery Rhyme and TPR have been proved to be a better way in teaching vocabulary to young learners. In spite of its weaknesses, the advantages of this method had helped the students acquire the vocabulary. However, the writer cannot say that this is the best method in teaching vocabulary. Therefore, the teacher should be able to look for other methods according to the material given. For example, song might be a better method in teaching numbers; pictorial games or pictorial story telling might be good in teaching fruits and animals because they can see the picture. Various kinds of games are sometimes needed to refresh children's mind. Teachers can take the game from books or make it by herself or himself.

A combination of several techniques is highly needed. A teacher should be able to use all kinds of methods according to each student's characteristic. Teacher's performance is also a supporting point. Students will be glad to see a friendly teacher and they will be more motivated. If a teacher can create a friendly environment, the students will absorb the lesson more easily.

5.3.2 Suggestion for the Next Research

Nursery Rhymes and TPR are not new methods in English Teaching. Many English Courses, specially courses for children, have applied these methods. However, only a few or even none of the schools try to apply those methods considering the reasons in chapter IV. Therefore, the writer tried to apply them in school. The next researcher should find other fields to conduct the research. It might be in the upper grade with different ages, or in the different level. Try to make the time efficiently so the research would not take a long time.

The writer used different schools for the pilot group and the research subject. In the future, the researcher should consider the risk of the differences. The data could be not valid and weak. Thus, it is better to find a school with three or more paralel classes to be used as the subject.

Teaching methods are possible to be combined. The researcher should try to analyze the weaknesses and the advantages of a method, and try to combine some of them to be a better method in teaching. A good method is a method that can help the students learn something.

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